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ABSTRACT

Indiana's progess toward meeting each of the six national goals proposed at the Education Summit in 1989 is described in this report. For each of the six goals, the progress made and the work remaining to meet future needs are provided. Information for each goal includes: (1) statement of the goal; (2) key questions (e.g., for goal 1--readiness, how many mothers receive adequate prenatal care); (3) Indiana in Perspective (where the state stands in relation to the rest of the United States); (4) what we now know (brief statistical data). Seven tables, 6 figures, and 25 sources for the data used in this report are included. (LMI)

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INDIANA 2000

Indiana Progress Report

National Education Goals

October 1991

U.S. DEPARTMENT OF EDUCATION
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Introduction

In 1989, President Bush and the nation's governors met in Charlottesville, Virginia, to develop the nation's first educational goals. There they determined that a mechanism should be established to monitor the progress of meeting the goals in each state and across the nation.

In July 1990, the National Governors' Association adopted a policy that Governors would issue reports on state progress toward meeting the national goals. The release of these reports was to occur following the National Education Goals Panel Report release on September 30, 1991.

The Governor's office, in cooperation with Superintendent of Public Instruction H. Dean Evans, the staff in the Indiana Department of Education, and several other state agencies and organizations, have compiled data relating to each of the six goal areas. In addition to this data, the report includes information regarding the state's policy responses to issues under each goal.

This is the first such report ever compiled in Indiana and provides an important foundation upon which to build future data reporting and educational policies designed to meet the six national goals. It is important to note that many people cooperated in the compilation of the data. Such communication between and among state agencies is no small matter and will result, over time, in better coordinated efforts to respond to the educational and health needs of our children.

OFFICE OF THE GOVERNOR
INDIANAPOLIS, INDIANA 46204 - 2797

EVAN BAYH
GOVERNOR

September, 1991

Dear Fellow Hoosiers:

Two years ago President Bush and the nation's governors met at the first National Education Summit with a sole purpose--to improve the quality of education in America. We addressed many of the issues confronting our education system. We agreed that our schools can, and should, do better. Together we developed the six National Education Goals. The Goals are designed to raise the nation's, and Indiana's, standards on school readiness, high school completion, student achievement and citizenship, mathematics and science, adult literacy and lifelong learning, and safe, disciplined and drug-free schools by the year 2000.

I have been honored to be one of the six governors to serve on the National Education Goals Panel. The Panel is charged with the responsibility of developing a system to measure progress toward meeting these goals. Just recently, we issued the first National Education Progress Report, an initial step to better understand where we are in education today. Fortunately, there are many successes. Unfortunately, there are a number of areas where we must do better.

The report that follows is the first state education report of its kind. It provides Hoosiers with a picture of the educational progress we have made and the work remaining to meet the future educational needs of our citizens. It shows us our strengths, and it tells us where we need to do more to ensure that all Hoosiers can succeed in a competitive international marketplace.

There is much to be proud of as we look towards the future and where we are in meeting the national educational goals. I am very proud of Indiana's teachers, educators, parents and students for their devotion to education and knowledge. We must, however, constantly seek to improve in order to meet the ever greater challenges of the future. This report is useful in that regard.

Working together, we will make Indiana's educational system even better.

Sincerely,

Evan Bayh

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STATE OF INDIANA

DEPARTMENT OF EDUCATION
H. DEAN EVANS, SUPERINTENDENT

INDIANAPOLIS 46204-2798
ROOM 229-STATE HOUSE
AREA CODE 317-232-6610

October 1, 1991

To the Citizens of Indiana:

When the Governors and the President of the United States endorsed the six National Educational Goals in September 1989, they also gave to each of the states the challenge of finding creative ways to achieve them. A second challenge was issued to the states to report the progress they were making.

The report which follows represents a remarkable collaboration of many state and private youth-serving agencies in gathering data. The work has made it clear that the data are inadequate to inform fully our citizens about the state of child well-being and our progress on the National Goals. In some cases, the data sources are rich; in other cases, they simply are unavailable. We share this inadequacy with every other state in the nation. However, the cooperation of the agencies and the enthusiasm expressed about finding ways to inform and improve were the happy consequences of the process of producing this report.

Measuring progress, however, is only one part of the task ahead. Improving performance is the more important goal. The programs described in the report represent separate and collaborative initiatives of the Office of the Governor, the State Board of Education, and the Department of Education. As we continue our work, we will learn from the best that is being done in the nation and in our state. We have reason to be encouraged by the improvement begun by the A+ Program in 1987 and by numerous more recent initiatives. At the same time, we have reason to be concerned about conditions that still need much attention.

Your continuing interest and attention to this task are necessary and appreciated, if we are to provide a healthy productive future for Indiana's children.

Sincerely,

Dean Evans

H. Dean Evans
Superintendent of
Public Instruction

Goal 1: Readiness For School

By the year 2000, all children will start school ready to learn.

Key Questions

1) How many mothers receive adequate prenatal care?

2) How many babies are born who are below the standard for low birth weight (i.e., below 5.5 pounds)?

3) How many children receive regular health care and proper nutrition?

4) How many children receive early developmentally appropriate preschool experiences? Are low-income and disabled children receiving these services?

Indiana In Perspective

Indiana is not substantially different from the nation in measures of child health, education, and nutrition. However, because there is wide variation between counties in these measures; because most of the factors which contribute to children's health, education, and nutrition are controllable; and because they significantly affect school success, they deserve special attention.

Several recent intiatives address child well-being. The new Step Ahead program, which will coordinate funding and services at the local level, promises to bring attention and services to children and their families in the health, nutrition, and educational areas necessary for a healthy start in life. Step Ahead builds on a 1990 pilot program of child-care, preschool, and latchkey services, and rests on the belief that local needs are best addressed by plans developed by individual communities.

Also, beginning in the 1991-92 school year, school corporations will provide preschool for all handicapped three- and four-year-olds, funded from local, state, and federal sources. Another state and federally funded program – First Steps – is expected to identify developmentally delayed children from birth to three in order to intervene with early services.

Federal legislation increased the eligibility for Medicaid from 50 percent of the poverty level in 1988 to 150 percent in 1991 (expected to increase to 185 percent in 1995). This increase can be expected to improve the number of mothers receiving prenatal care and lower the numbers of low-birth-weight babies. Also, a major federal initiative to increase the number of children participating in the Early Periodic Screening, Diagnosis, and Treatment program (EPSDT) will result in greater participation in Indiana, as well.

Although many excellent programs of parenting education for young and at-risk parents exist in Indiana, there is no statewide approach.

What We Now Know

- Child well-being is connected with poverty which has increased in Indiana for children from 12 percent in 1979 to 18 percent in 1987. The national child poverty rate was 16 percent in 1979 and 21 in 1987. Many poor children are in single-parent families. (1)

- Consistent with national figures, the percentage of low birth weights in Indiana increased slightly from 1984 to 1988, averaging about 6.5 percent. White infants are less likely to be of low birth weight than nonwhite infants. Low-birth-weight percentages vary greatly from county to county in Indiana from a low of 3 percent to a high of 9 percent. Low birth weight increases a child's risk of developing physical and intellectual problems.

Number of children under 5.5 pounds per 100 births (2) (10)				
	Indiana		Nation	
	Total	Nonwhite	Total	Black
1984	6.3	11.3	–	–
1985	6.4	11.4	–	–
1986	6.4	11.6	–	–
1987	6.5	11.6	–	–
1988	6.6	12.1	6.9	12.

Low birth weights are disproportionately represented among nonwhite babies.

- The percentage of Indiana mothers who received no prenatal care was 1.6 in 1988, however, percentages are much higher for very young mothers; 8 percent of mothers under 15 and 3 percent of mothers 15-19 received no prenatal care. Good prenatal care is effective in preventing many instances of low birth weight and the resulting physical and intellectual problems.

Number of births to mothers receiving prenatal care in 1988 per 100 births by age of mother, all races and nonwhite (2) (10)				
	Indiana		Nation	
	All	Nonwhite	All	Black
All births	2	4	2	4
Under 15	8	9	–	–
15-19	3	4	–	–

Births to very young mothers are more apt to have had no prenatal care.

- The percentage of children who enter school with a full series of immunizations has risen from 80 percent in 1980 to 98 percent in 1988 due to a state law requiring immunizations, with some exceptions, as a condition for school entrance. Less encouraging is the percentage of children who have been immunized by age two. Of children who entered kindergarten in 1990, only 53 percent had received their complete immunization series by age two; county rates varied from 31 percent to 100 percent. The low rate of two-year-olds immunized is significant because many health complications are the result of preventable childhood disease. (3)

- Nationally, the recognition of lead poisoning among children and the resulting physical and intellectual delays, some of which cannot be reversed, causes us to include the results of limited lead poisoning screening. In 1989, 20,589 children ages one to six years (about 4 percent of the total one-to six-year-old population) were screened in Indiana. Fourteen percent of those screened required follow-up testing and diagnostic evaluation. (4)

- Too few low-income children are receiving the health screening for which they are eligible through Medicaid's Early Periodic Screening, Diagnosis and Treatment Program. In 1990, only 9 percent of the Medicaid-eligible children were screened. Indiana's participation rate in this program is ranked 47th in the country. (5) Lack of access to, and awareness of, the program are likely responsible for the low participation rate.

- Teen pregnancy often goes hand-in-hand with poor prenatal care, low birth weight, poverty, and inadequate parenting. Sixteen percent of all pregnancies in Indiana are to women aged 19 or younger. County percentages, however, range from 25 percent to 6 percent. (6)

- In 1988, there were 7,705 substantiated cases of child abuse and neglect in the state. Stated as a rate, this is about seven per 1,000 children aged 17 and under. The number of substantiated child abuse and neglect cases increased over 44 percent during 1984 and 1988, probably due to increases in reporting and in occurence. (7)

- Nine percent of children entering the first grade in Indiana have not attended kindergarten. (Although school corporations must offer kindergarten, kindergarten is not mandatory in Indiana.)

- Head Start, the preschool program for low-income children, is reaching only a small percentage of eligible children. However, due to increased federal funding for Head Start, the number of unserved counties (nine) is decreasing, and the number of served children has increased from 8,689 in 1990-91 to 9,208 in 1991-92. (8)

- Approximately 2000 three- and four-year-old children with disabilities attend preschool in Indiana (2022 in 1988, 2065 in 1989 and 2129 in 1990). (9)

- No recognized standard of quality for early childhood education programs exists in Indiana. While it is likely that many preschool programs are of excellent quality, very few (9 child-care centers and 27 preschools) seek recognition by any standards-setting organizations, such as the National Association for the Education of Young Children.

Goal 2 : High School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Key Questions

1) What is the graduation rate and how has it changed over time?

2) Is there a difference in graduation rates between ethnic groups?

3) What factors appear to increase the likelihood of dropping out of school? What factors increase the likelihood that students will stay in school?

Indiana In Perspective

Although the graduation rate is improving and many individuals are receiving diplomas through continuing education or General Educational Development (GED), Indiana must continue to assure that more students complete a high school education and that they have the skills for work and for further learning. Improving graduation rates is linked to a larger effort to make schools more engaging places for all students. Building on the groundwork of the A+ Program are several initiatives directed toward creating learning environments that are responsive to the needs of today's children and the changing world in which they will live.

These initiatives, often called "restructuring," include the Twenty-First Century Schools Pilot Program, Indiana 2000, the Re:Learning program, and a number of locally-based efforts.

The new Performance-Based Accreditation (PBA) calls attention to the graduation rate and requires schools to develop School Improvement Plans for improving their graduation rates. It can be expected that as schools examine the relationship between their graduation rates and their instructional programs, our knowledge will increase about why students drop out and why they stay. Three-fifths of Indiana schools have completed the PBA process.

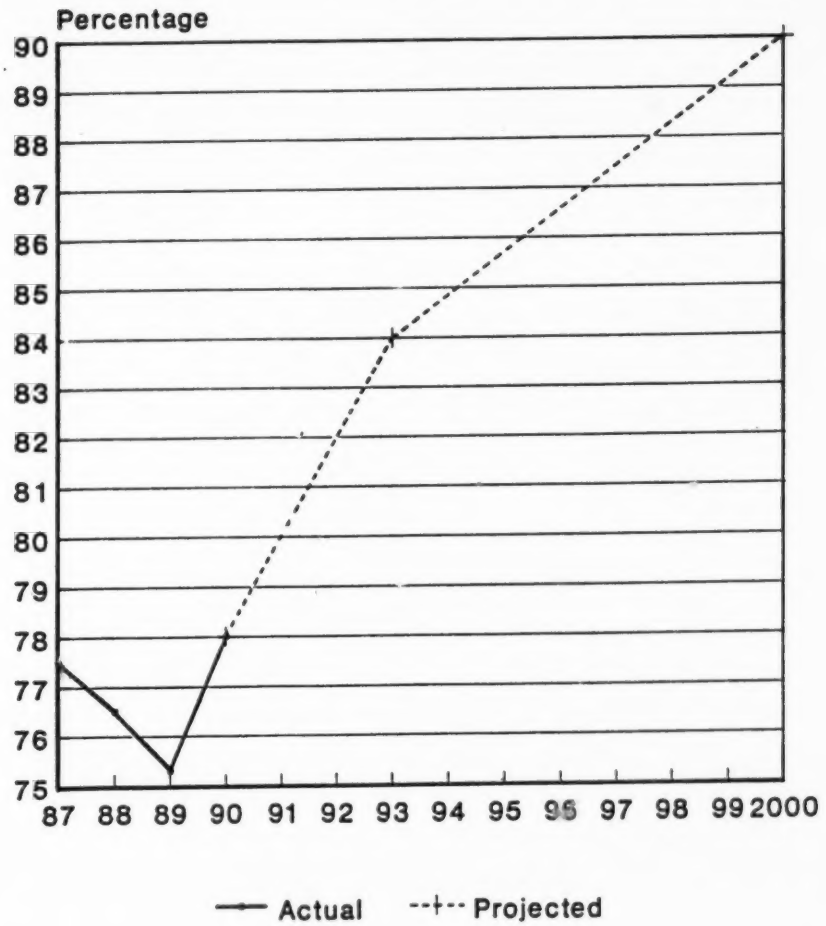
The names of students who drop out are now being forwarded to the Indiana Vocational Technical colleges for recruitment purposes.

What We Now Know

- Almost one-fourth of Hoosier students who enter the ninth grade do not graduate from high school four years later. However, the graduation rate improved from 75.3 percent in 1988-89 to 78 percent in 1989-90. (10)
- The number of GED Diplomas is holding at just over 10,000 per year: 1988—10,395; 1989—10,391; 1990—10,210. (11)

- State Board of Education goal: The secondary school graduation rate will improve an average of 1 percent each year through July 1, 1993, when the rate will be 84 percent.

Indiana H.S. Graduation Rates



- Note: The drop in graduation rate may be due to the 1988 increase in the number of courses required for graduation.

10

Goal 3: Student Achievement and Citizenship

By the year 2000, American students will leave Grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Key Questions:

1) Is there an increase in the number of students taking challenging courses?

2) Are students improving in their mastery of basic skills?

3) How do we know that schools are doing a good job and that students are achieving?

Indiana In Perspective

The number of students taking challenging course work is increasing: foreign language, Advanced Placement, Academic Honors Diplomas. Averages on measures of basic skill attainment show improvement. These measures must continue to improve for all students even those who are now scoring in the bottom percentiles.

Indiana has funded school "restructuring" activities for the past four years: Twenty-First Century Schools, a Carnegie middle level initiative, Indiana 2000, Re:Learning, and an intense staff development program involving 19 schools. These programs challenge school staff, parents, and community leaders to carefully consider the kinds of school programs needed to meet student needs, to focus on learning rather than "seat time," and outcomes rather than credit hours. Restructuring also challenges schools to consider the learning environment for all students, rather than primarily the college-bound. Indiana 2000, which is the most recent restructuring initiative, will provide additional funds to selected schools; will allow them to invoke a waiver of any rule adopted by the State Board of Education; and will allow them to develop plans for the admission of students who do not reside in the school's attendance area.

Additional funding from the 1990 General Assembly for the payment of Advanced Placement fees and teacher training activities can be expected to result in more and better Advanced Placement opportunities for Hoosier students and, thus, higher levels of performance.

What We Now Know

Graduation Requirements (Increase in the number of credits required for graduation)			
	Prior to 1988	After 1988	Honors Diploma
Language Arts	6	8	8
Social Studies	4	4	6
Mathematics	2	4	8
Science	2	4	6
Health and Safety	1	1	1
Basic Physical Education	1	1	1
Fine Arts	0	0	2
Foreign Language	0	0	6 or 8*
*6 credits in one language or 4 credits in each of two languages			

More challenging courses will raise Indiana achievement levels.

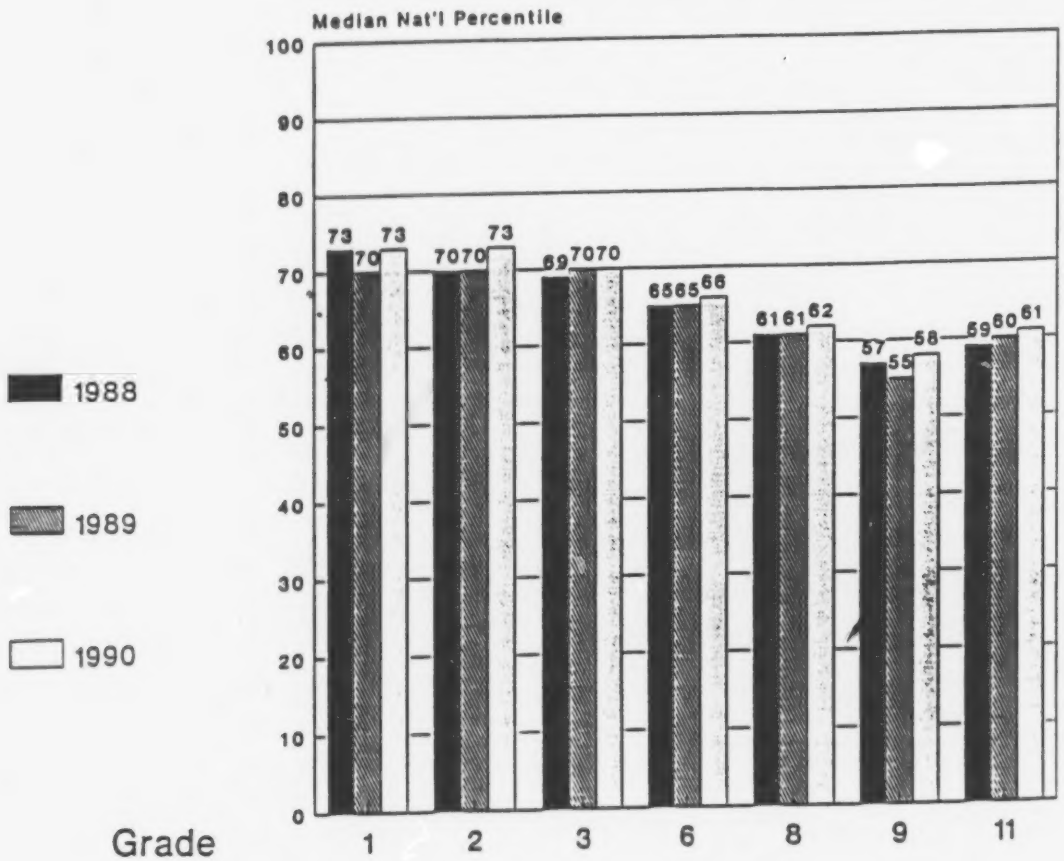
- In the 1978-79 school year, 22 percent of high school students took foreign language courses; in 1990-91, the percentage increased to 40. (13)
- A 303 percent growth in the number of "Advanced Placement" tests has occurred in the years between 1986 and 1991 – from 1740 to 7009 tests. (14)
- The number of students earning Academic Honors Diplomas has increased from 3 percent of the graduating class when the program began in 1988 to more than 9 percent in 1991. Ten to 15 percent participation is the future goal. (15)
- The number of schools earning School Improvement Awards (based on attendance rate improvement, graduation rate improvement, and ISTEP scores) increased from 916 in 1988-89 to 1085 in 1989-90. (16)

- State Board of Education Goal: All schools will attain a 95 percent attendance rate by July 1, 1993. The statewide average attendance rate is already at 95 percent. The Board wanted to bring all schools up to that rate.

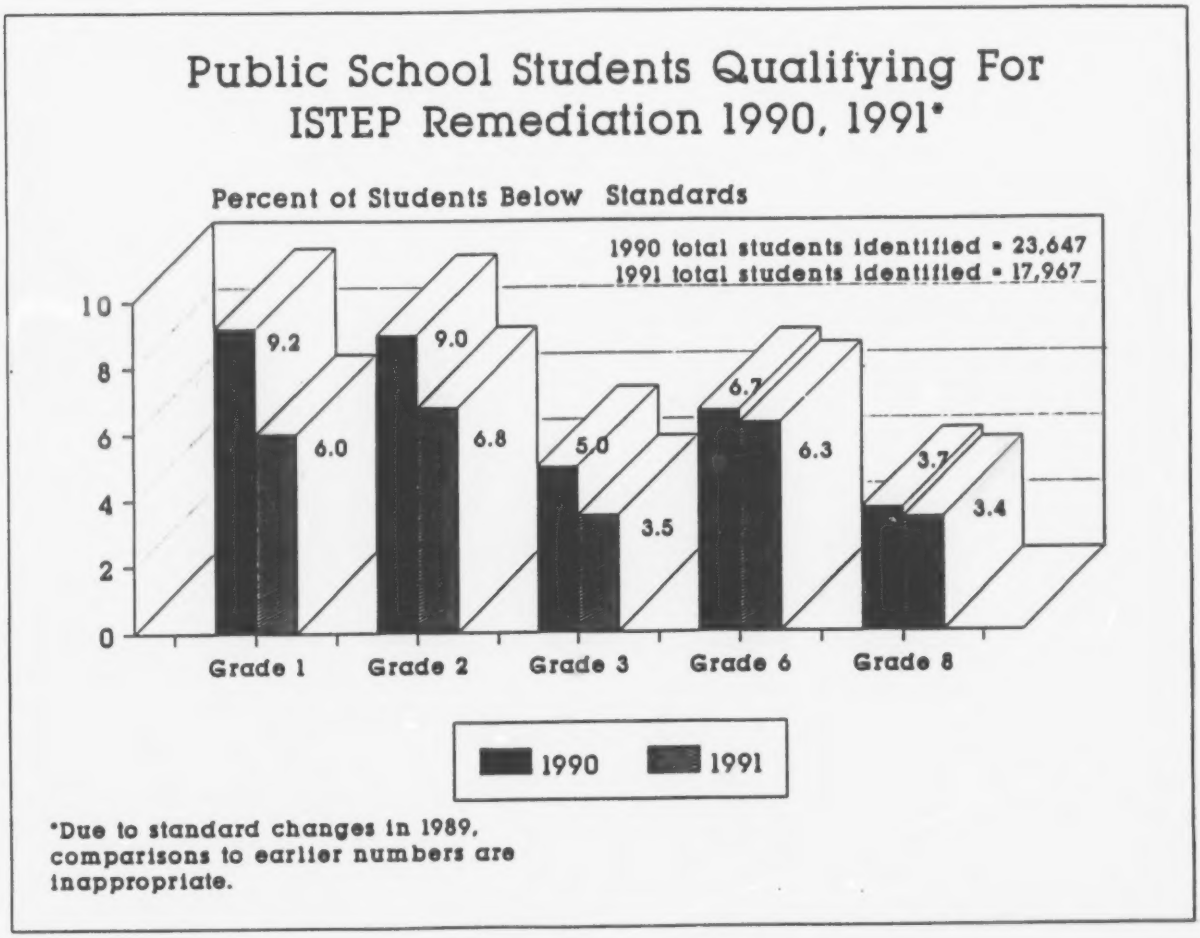
Number of schools falling below the target of 95 percent attendance (18)									
	Elementary			Middle School			High School		
	Total	# Below	% Below	Total	# Below	% Below	Total	# Below	% Below
1989	1189	269	23	271	149	55	352	216	62
1990	1184	174	15	268	123	46	351	202	58
1991	1177	161	14	273	97	46	352	179	51

- State Board of Education Goal: The median national percentile ranking of Indiana students statewide, measured by ISTEP, will increase by at least 10 percentile ranks in Grades 6, 8, 9, and 11, and at least 5 percentile ranks in Grades 1, 2, and 3 by July 1, 1993.

ISTEP - Standardized Test Results



- State Board Goal: There will be a 5 percent per year reduction in the number of Indiana students scoring below the state achievement standards on ISTEP for each grade tested from March 1990 through March 1993.



- The percentage of children retained in school year 1989-90 was 2 percent; the retention of black males was 5.6 percent. (17)

Goal 4: Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Key Questions

1) What are the achievement scores of the top 10 percent of students? How are students in the bottom half of their class performing? Are students able to perform acceptably in basic science and mathematics expectations?

2) Are students taking challenging science and mathematics courses?

3) To what extent is the science and mathematics teaching force adequate and prepared? To what extent are college students preparing for careers in teaching of science and mathematics? Do science and mathemathics teacher candidates represent ethnic diversity?

Indiana in Perspective

Mathematics and science Proficiency Guides, available for every classroom, are being developed to aid Indiana teachers in assuring that Hoosier students have the skills they need to compete in the international work force.

Additional funding from the 1990 General Assembly for the payment of Advanced Placement fees and teacher training activities can be expected to result in more and better Advanced Placement opportunities for Hoosier students, particularly in mathematics and science.

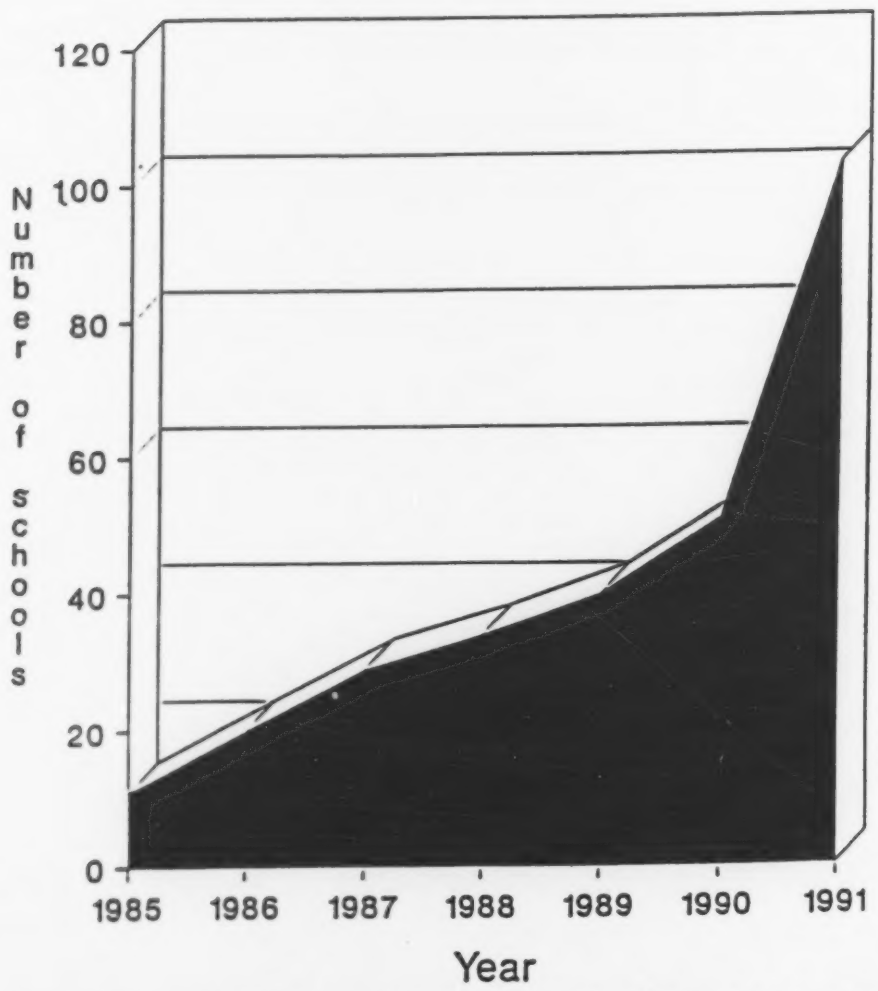
In 1990, Indiana was one of 36 states and three territorities participating in the trial state National Assessment of Educational Progress (NAEP) for eighth grade mathematics. This assessment will give Indiana a way to measure whether eighth grade students are gaining in their understanding of mathematics concepts.

A key to the improvement of Hoosier students' performance in mathematics and science is the skill of their teachers. Major changes are occurring in Indiana and nationally in the teaching of mathematics – from rote learning to genuine understanding. For example, many of us learned that six times five is 30 by memorizing the fact. Students who learn by repeated addition and by manipulating six sets of five objects gain genuine understanding. Indiana mathematics teachers are being exposed to the changes through intensive staff development activities.

What We Now Know

- The annual Science Olympiad, which is geared to the average student, rather than the one who participated in the Science Fair, has grown since 1985.

School Participation in Science Olympiad



- The 1991 National Assessment of Education Progress (NAEP) test of eighth grade mathematics showed Indiana ranking better than the average of all 39 participating states and territorities. Nearly all students mastered mathematics at the basic level. However, only 14 percent of Indiana eighth graders were able to demonstrate expected performance in problem solving involving factions, decimals, percentages, simple geometry, and basic algebraic thinking.

NAEP Participating States

Top Eight Performing States	Eighteen Lower Performing States	Thirteen Statistically Tied States
North Dakota	Illinois	Idaho
Montana	Rhode Island	Oregon
Iowa	Arizona	Connecticut
Nebraska	Georgia	New Jersey
Minnesota	Texas	Colorado
Wisconsin	Kentucky	INDIANA
New Hampshire	California	Pennsylvania
Wyoming	New Mexico	Michigan
	Arkansas	Virginia
	West Virginia	Ohio
	Florida	Oklahoma
	Alabama	New York
	Hawaii	Delaware
	North Carolina	Maryland
	Louisiana	
	Guam	
	District of Columbia	
	Virgin Islands	

- Mathematics and Science Advanced Placement examinations showed a spectacular increase – 4580 of the 7009 AP exams given in 1991 were in mathematics and science, up from 712 in 1990! (14)

Enrollment in mathematics and science courses (18) *				
	Mathematics		Science	
	Sections	Students	Sections	Students
1986-87	19,445	440,246	17,992	396,311
1987-88	19,889	441,692	18,758	405,408
1988-89	19,608	420,777	18,588	390,712
1989-90	19,817	418,647	18,884	388,306
*Lower enrollments reflect a general decline in population for the age group.				

Enrollments may increase as more students are aware of Advanced Placement opportunities.

- The number of training sites for Advanced Placement Teacher Training grew from one to five in 1991 with 286 teachers trained. (15)

Goal 5: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Key Questions

1) What knowledge and skills are necessary to compete in a global economy?

2) Where do adults go to gain knowledge and skills? Are programs adequate and accessible?

3) Have participation rates in postsecondary programs increased? Does the distribution of participation in post secondary programs mirror the ethnic make-up of the state?

Indiana in Perspective

The futurists predict that over 75 percent of the new jobs in the year 2000 will require at least a high school education; 52 percent of these will require one or more years of college; and 30 percent will require at least a bachelor's degree. Indiana citizens have traditionally ranked low nationally in the percentages completing higher education; however, in recent years, the percentages are increasing. In order to encourage higher levels of education, a number of initiatives have been launched in Indiana.

The Indiana College Placement and Assessment Center (ICPAC) was designed to create awareness among students and their families of the importance of education in providing a foundation for future well-being, to provide information to facilitate postsecondary participation, and to assess student preparedness. In 1991, the ICPAC mailed a financial aid packet, including the Financial Aid Form (FAF), to every high school senior in Indiana.

The 1990 Indiana General Assembly created the 21st Century Scholars Program which provides for a full, college scholarship for financially eligible students. Students must agree not to use illegal drugs or alcohol. Approximately 17,000 eligible eighth grade students received applications, and 5,200 or 31 percent completed applications for the program. (21) In September 1991, Lilly Endowment announced a donation of $460,000 to the 21st Century Scholars Program. The first students to benefit from the program will graduate in 1995.

The new Department of Workforce Development, created in 1991, will develop a comprehensive adult training and education system by integrating policy, planning, delivery, and evaluation. Among the initiatives of the new department are several pilot programs. Six pilot workplace learning or school-to-career projects were launched this year in Dubois, Johnson, Vigo, and Montgomery counties and in Frankfort and Fort Wayne. These projects combine education and employment for students. Additional funding will result in approximately six more workplace learning projects in January.

Four Workforce Development Centers are piloting the provision of worker skill assessments, job task analyses, comprehensive training and education programs, and labor marker information to employers and workers.

Extensive discussions about essential skills, "major areas of study" for high school students, assessments of achievement, skills guarantees, and credit transfer between two- and four-year postsecondary programs occurred in the 1991 General Assembly. Although legislation did not pass, these discussions will continue in the 1992 session.

As a nation and as a state, information about the level of literacy of citizens is inadequate. As a result, a national literacy survey is currently being conducted by the National Center for Education Statistics. Four Indiana state agencies have contracted to extend the survey in order to gain more information about the literacy levels of Hoosiers; which individuals may be most "reachable;" how to make programs most accessible to those who need them; and what programs are most effective for specific types of learners.

Family literacy is a strong component of the new welfare IMPACT program, designed to provide job training and employment support for welfare recipients. A model work force literacy program for Indiana state employees is being piloted with workers at the Indiana Women's Prison. Literacy programming is a high priority of the Indiana public libraries, as well.

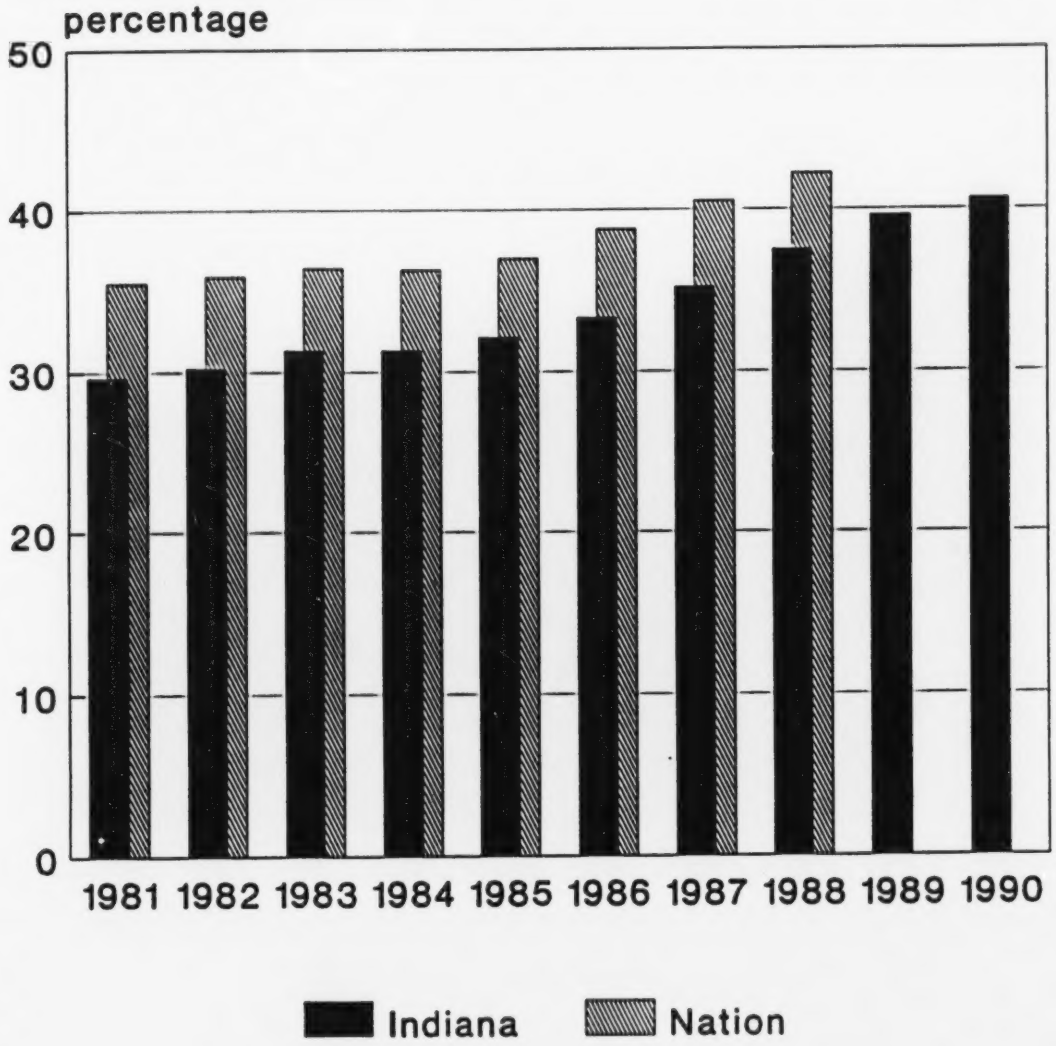
What We Now Know

- In 1990, 62,138 Hoosiers received basic skills training; another 257,091 participated in occupational skills training. This training was provided at both the secondary and postsecondary levels with public funds through adult education, the Indiana vocational technical colleges, the Job Training Partnership Act (JTPA), the prisons, Indiana's Road Ready program for truck drivers, and funding from the State Department of Commerce.

- Over 82 percent of Indiana's work force in the year 2000 is already out of school.

- State Board of Education Goal: Improve the postsecondary enrollment rate for Indiana by 3 to 5 percent annually, and rank at least second in comparison to five other Midwestern states (Illinois, Kentucky, Michigan, Ohio, and Wisconsin) for the percent of students 18-24 who enroll in postsecondary institutions of higher education.

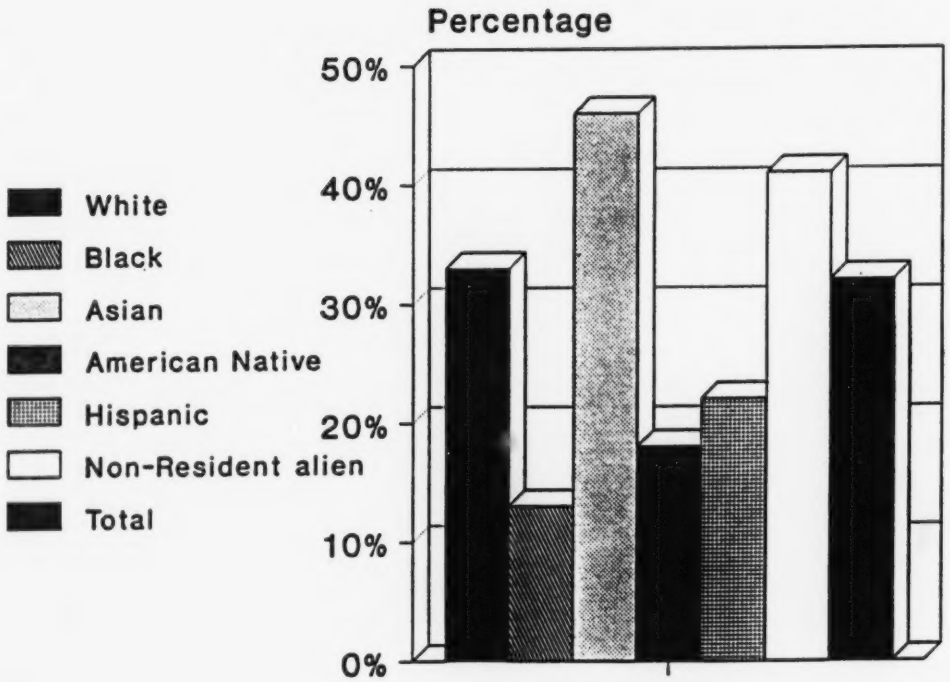
18-24 year olds enrolled in postsecondary programs



1989 and 1990 percentages are estimates

- The completion rate of baccalaurate-degree-seeking freshmen after four years varied greatly between ethnic groups.

College Completion by race



White	33%
Black	13%
Asian	46%
American Native	18%
Hispanic	22%
Non-Resident alien	41%
Total	32%

- The number of state financial aid awards offered increased by 22 percent to 48,432 in 1990. These increases are especially high among minority applicants – up 40 percent.

Percentage of the population aged 25 years and older who have completed high school and college (20)				
	High School		College	
	Indiana	U.S.	Indiana	U.S.
1980	66.4	66.5	12.5	12.1
1988	75.4	76.2	16.2	20.3

High school and college completion rates are increasing in Indiana, but not as rapidly as the U.S. rate.

Goal 6: Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Key Questions

1) To what extent do youth feel safe in their schools and in their communities?

2) What is the rate of drug use? Is it decreasing or increasing?

Indiana in Perspective

Indicators of the extent to which youth are safe at school, or in their homes and communities draw a grim picture of the reality for children nationwide and in Indiana. Even though data would suggest that for many children, school is a safer place than their homes and neighborhoods, in many schools, drug activity, theft, and gangs are commonplace. The term "syndrome of violence" is used by the State Board of Health to describe youth homicide, suicide, and other interpersonal violence.

The Values Awareness Program, a community-based effort to bring schools together with business and community leaders to promote values and self-esteem, has now been adopted by 18 Hoosier communities.

Alcohol and other drug use is being measured in Indiana and is the object of considerable state and local activity. For example, an annual survey to determine the incidence and prevalence of alcohol and other drug use by students in Grades 5-12 has been commissioned. During the 1990-91 school year, the Indiana University Prevention Resource Center surveyed 18,162 students in Grades 5-12 in 53 school districts. These data will aid school and community planners in their drug education and prevention efforts.

Drug awareness and education is occurring all over Indiana. Each school must have a comprehensive K-12 drug education curriculum by September 1991. Reviews of the curricula indicate that many school corporations are developing meaningful drug education programs. Nearly two-thirds (182 of 296) of school corporations have student assistance programs for students who are experiencing alcohol and other drug-related problems. Nearly one-fourth of Indiana schools, 433 schools representing 79 school districts in 32 counties, are participating in the Drug-Free School Zone program, sponsored by the private not-for-profit Hoosier Alliance Against Drugs (HAAD). Finally, several effective and cost efficient model programs are targeting youth with serious behavior problems.

Additional funding for drug education programs is coming from several sources. In 1990, the Legislature created the county and state drug-free communities fund from fees assessed against convicted drug offenders. A community may allocate from 25 to 50 percent of these funds to finance drug education. In addition, the Governor's Commission for a Drug-Free Indiana, in conjunction with the Criminal Justice Institute, provided over half a million dollars to fund 29 Drug Abuse Resistance Education (DARE) programs in 1990-91; an additional $225,000 is earmarked for the programs in 1991-92. (The DARE program is conducted by trained law enforcement

officers for fifth and sbth grade students.) HAAD has joined others to provide training for new DARE officers and to raise funds for additional DARE programs.

What We Now Know

- Of all the suicides in Indiana in 1989, 8 percent (52 of 676) were by persons 19 years of age or under. Suicide is the second-ranked cause of death of persons 15 to 24. Of all homicides, 20 percent (51 of 284) were to persons 19 years of age or under. (22)

Prevalence of use of selected drugs by Indiana high school seniors 1991 (24)		
	Annual Percentages	
	National	Indiana
Alcohol	86	79
Marijuana	27	25
Cocaine	5	5
Inhalants	7	8
Cigarettes	n.a.*	54
Smokeless Tobacco	n.a.*	28
* not available		

Youth drug use in Indiana as measured by self-reports of high school seniors is slightly less than national self-reports.

Data for the Indiana Progress Report

In 1988, the State Board of Education set goals for education in Indiana including improvement in the graduation rate, attendance rate, Indiana Statewide Test of Educational Progress (ISTEP) scores, parent involvement in schools, and a decrease in the percentages of children falling below a cut score on the ISTEP test. These achievement targets are highlighted in the text. Because these goals are very new, only a few years of performance and progress are available for comparison.

The data for developing a baseline and assessing progress toward the national goals are inadequate. Data are collected by many agencies, in many forms for purposes other than assessing progress on the newly created National Goals for Education. Also, often data are available for the state, but are not broken down by county or by the specific population that may be affected by a problem. However, the exercise of collecting the available data, the cooperation of individuals from many organizations, and the planning and dialogue which is emerging in order to tell a more complete story in the future is encouraging.

1) *kids count*, January 1990, The Center for the Study of Social Policy

2) Indiana keeps records by white and nonwhite. The nonwhite figure is nearly identical to the number used in national statistics for black. Ninety-seven percent of nonwhites in Indiana are black.

3) Indiana State Board of Health: Immunization Retrospective Survey of Two-Year-Old Children: Percent Complete by Age Two Using 1990/91 Kindergarten Records

4) Indiana State Board of Health: Indiana Lead Poisoning Prevention and Screening Program, Annual Report, Fiscal Year 1989

5) Indiana Department of Public Welfare, Medicaid Division

6) Indiana State Board of Health: Number of Reported Pregnancies by Age of Mother, By County of Residence, Indiana, 1989

7) Indiana State Board of Health: Workplan, 1989

8) Region Five Head Start Office, Katie Williams

9) Indiana Department of Education, Special Education Division

10) Source: Table 1-91, Natality, Vital Statistics of the United States, 1988

11) Indiana Department of Education, Adult Education

12) Indiana State Board of Health: Number of Live Births, Low-Birth-Weight Infants, and Rates By Race, By County, Indiana Residents 1988

13) Foreign Language Enrollments Over Selected Years, Grades 9-12, Indiana Public Schools

14) The College Board: 1991 AP Indicators, August 8, 1991

15) Indiana Department of Education, Center for School Improvement and Performance

16) Indiana Department of Education, Center for Assessment, Research and Information Technology

17) Indiana Department of Education: Public Fall Enrollment, 1989-90

18) Indiana Deppartment of Education: Educational Information Systems

19) Indiana Commission on Higher Education

20) *The Literacy Letter*, Winter 1990

21) State Student Assistance Commission

22) *The State of the Child in Indiana 1988*, Lilly Endowment, Inc.

23) Indiana State Board of Health Work Plan, 1989

24) Indiana Prevention Resource Center, 1991, Alcohol and Other Drug Use Survey (from a representative sample of 1945 high school seniors)

25) Office of Workforce Development

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Indiana Department of Education	317-232-0808
Commission for a Drug Free Indiana	317-232-7048
Office of the Governor	317-232-4567
Indiana Youth Institute	317-634-4222
Office of Workforce Development	317-232-1814
Indiana Criminal Justice Institute	317-232-2560
Division of Mental Health, Addiction Services	317-232-7800
Indiana State Library	317-232-3692
Indiana Student Services Commission	317-232-2350
Indiana Department of Public Welfare, Medicaid Division	317-232-2091